1. Explore the Intel Seeing Reason Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?  
     
   It allows them to see how multiple factors influence outcomes as well as how different students may perceive the same system. By having a concrete visual aid it allows students to more easily compare their systems and investigates the parts as well as the connections within it.

**2.** Click on Try the Tool and then click on the Demo and read the Project Description [Road Safety](http://gthy2011.wikispaces.com/Tech+Activities+Critical+Thinking). The map shows student’s ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.

Well the planner in me wanted to say that all traffic is fundamentally caused by a failure to properly price road usage, but I couldn’t figure out how to accurately put that in the diagram. Instead I created a box called ITS (intelligent traffic systems) and drew a medium blue line from that the number of lanes box. Here I’m using number of lanes as a proxy for carrying capacity and ITS effectively increase your carrying capacity without increasing your actual footprint.  
  
**3.** Next click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?  
  
The most important thing is to clearly define the issue to be addressed so students can efficiently use their time. It would also be helpful to do some brainstorming as a group beforehand. The teacher should also make sure that students are clear on their reasoning and ask clarification questions as appropriate. Students need to add evidence or reasoning to support their maps and then compare with other students until hey are satisfied with their reasoning. There should be some type of reflection or assessment for students to investigate what conclusions can be drawn for their maps.

**4.** Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?

This tool would be great for analyzing complex historical events, like say the causes of the Great Depression. You could also use it in government classes to examine the role of different groups in policy decisions.

HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.

**5.** Explore the Intel Showing Evidence Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?

It forces student to break down the evidence at look at all of the components individually and critically assess their validity and relationship to the question.  
  
**6.** Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next click on the Secondary Demo and read the Project Description for Serious Malady Explain how each of the assessments provides guidance to students throughout the project.  
  
It breaks the process down into steps so that students can add evidence and then evaluate it and then see how it impacts the claims and how much. It allows students to look at each issue discretely rather than trying to assess the entire claim.  
  
**7.** What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?

The teacher needs to create a project. The teacher can then set up groups or not and set up claims and evidence or not. It would be best to go over the tool with students before they get in front of a computer. It would also be a good idea to talk about possible sources so the students don’t get lost on the internet trying o back up a claim. The real key is to come up with a project that the students are interested in learning more about.  
  
**8.** Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?

I would use to examine a misunderstood or controversial person or event. For example you make a claim like the civil war was fought over slavery, and then have the students research it. I didn’t find the examples in either project particularly relevant I don’t think kids would be particularly interested in trying to define freedom it’s too esoteric, to really get kids into this you’re going to need something more controversial.